

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<small>Place date stamp here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration 2016 MAR 29 PM 3:20 </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Texas City Independent School District	084-906		
Vendor ID #	ESC Region #	DUNS #	
	4	07-419-4945	
Mailing address		City	State ZIP Code
1700 Ninth Avenue North		Texas City	TX 77590-5470

Primary Contact

First name	M.I.	Last name	Title
Cynthia		Lusignolo	Superintendent
Telephone #	Email address		FAX #
409-916-0103	clusignolog@tcisd.org		409-942-2655

Secondary Contact

First name	M.I.	Last name	Title
Terri	J	Burchfield	Executive Director of Instructional Programs
Telephone #	Email address		FAX #
409-916-0102	tburchfield@tcisd.org		409-942-2655

Part 2: Certification and Incorporation

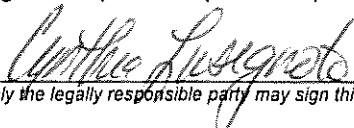
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cynthia		Lusignolo	Superintendent
Telephone #	Email address		FAX #
409-916-0103	clusignolog@tcisd.org		409-942-2655

Signature (blue ink preferred)

Date signed



3/28/16

Only the legally responsible party may sign this application.

701-16-102-116

Schedule #1—General Information (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 084-906	Name Cynthia Lusignolo	Telephone number 409-916-0103	\$960,548.00
	County-District Name Texas City Independent School District		Email address clusignolo@tcisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 084-906			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$960,548.00

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texas City Independent School District (TCISD) feels there is a critical need for a free afterschool and summer program with activities in Academic Remediation/Tutoring; College and Career Readiness and SAT/ACT preparation; Health, Nutrition, and Physical Fitness; substance abuse counseling and positive youth development services, and ESL services along with Adult Family Member services. The proposed program will lead to higher proficiency levels in all core subjects, a higher graduation rate, more college/career ready students who move on to higher education upon graduation, a decrease delinquency rates and substance/alcohol abuse, and improve the overall health of the students. This will lead to an overall better quality of life for both students and their adult family members, who will obtain valuable job skills, learn to help their children with school assignments, and achieve higher educational attainment or a quality career. Program goals include: 1.) 21st CCLC participants need to meet or exceed State averages for each exam, each grade level, and each demographic groups and become college and/or career ready; 2.) Students will increase health factors such as activity levels, proper diet, obesity rates, and prediabetes rates; 3.) 21st CCLC participants will reduce their instances of violent or criminal acts, such as alcohol/substance abuse and theft; 4.) Bilingual/ESL and GED 21st CCLC participants and parents will receive extra support to obtain proficiency in the English Language and be provided opportunities for parents to receive GED; 5.) 21st CCLC participants will be provided ACT/SAT prep and enrichment instruction that contribute to making them college and career ready.

TCISD proposes to run a free afterschool and summer program for students in grades K-12 for 7 of its schools at 4 centers with services provided to adult family members of participants. The program will run after school for 36 weeks, Monday-Friday from 3:30pm-6:30pm. The summer program will run for 7 weeks from Monday-Friday, 9:00am-2:00pm. There will be a 21st Century Community Learning Center (21st CCLC) Community Advisory Council, one Project Director, a Family Engagement Specialist, and four Site Coordinators running the program. There will be approximately 480 students total, with 42 teachers total, with an 18:1 teacher to student ratio total. The program budget was developed with each line item directly relating to an identified need, goal, and activity. Partners were chosen based on their experience in providing services for high-risk youth and the quality of the proposed services they would provide.

TCISD, located in Texas City (Galveston County), is a public school district that serves over 6,100 students enrolled at one high school (grades 9-12), one middle school (grades 7-8), one intermediate school (grades 5-6), four elementary schools (grades K-4), and one pre-kindergarten program. TEA's *Texas Academic Performance Report, Texas City ISD, 2014-2015* data reveals the following demographics for TCISD: the majority of students are Hispanic (42%) and African American (21%); 8% are Special Education Students; 6.8% are Bilingual/ESL Learners; 69% of TCISD students receive free or reduced lunch rates. TCISD suffers from low proficiency levels in all core subjects, a lack of college-readiness among graduates leading to low enrollment in higher education institutions upon graduation. Further issues that must be addressed include high delinquency rates high substance abuse among area youth, high childhood and adult obesity rates, and high childhood obesity rates. This leads to overall community problems, such as high illiteracy rates among adults, high obesity rates among adults, low educational attainment among adults, and high poverty levels area-wide.

The following strategies identified the TCISD's 21st CCLC needs: the Texas Academy Agency's (TEA) *Texas Academic Performance Report, Texas City ISD, 2014-2015*; the 2010 U.S. Census Bureau data for Texas City and the State of Texas; the Galveston County Criminal Justice Community Plan of 2013-2014; TCISD 2014-2015 Disciplinary Report, The Houston-Galveston Area Council's Report, *Our Great Region 2040*; the Texas Department of State Health Services report, *The Health Status of Texas*, and the Centers for Disease Control and Prevention (CDC). The needs assessment process was designed by TCISD administration. The Project Director and Evaluator who will also review the assessment for updates/changes on an annual basis will determine its efficacy.

This application completely and accurately answers all statutory and TEA requirements. Activities are aligned with the Texas Essential Knowledge and Skills (TEKS), and aligned with regular school day activities. Research-based best practices were adopted for the program. Quality partners were chosen that fit the program needs. TCISD created a sound management and evaluation plan and data collection plan, and created a detailed dissemination plan. Federal, state, and local programs were coordinated with the program. Activities were based on an objective set of measures and evidence-based research.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TCISD ensured community involvement through regularly scheduled surveys and questionnaires to community stakeholders, and holding community meetings to discuss programs and activities taking place in the program. The 21st CCLC Advisory Council will meet regularly to share ideas and suggestions for planning, program design, implementation, and program improvements. The program will identify students with characteristics described in the Needs Assessment section by assessing student age (ages 4-18; grades K-12), proficiency (students at risk of not meeting proficiency levels), and family income level (participation in the free/reduced federal lunch program), language skills (English Language Learners), and behavioral issues (special education, students with high number of discipline referrals). An appropriate recruitment plan is in place. TCISD developed a thorough safety plan for all program participants and staff. Procedures were developed for sign-in and sign-out for all students at each center and adjunct site. Activities will be modified in order to address the different learning styles and needs of the students based on age/grade level, learning style, and any physical or learning disabilities. The Family Engagement Specialist will be responsible for: coordinating adult and family engagement activities in and across all centers; communicating regularly with the site coordinators and parents/guardians of participating students; recruitment of parents/guardians for activities; coordinate events with the participating partners, teachers, and volunteers.

Activities include: 1.) Certified teachers will tutor students in all four of the core subjects; University of Houston at Clear Lake will offer additional academic enrichment programming through their student teachers; 2.) Yoga classes geared towards each age group; sports intramurals; high school students in the culinary arts program to teach how to prepare easy, healthy meals and snacks; health and occupational students will teach health & wellness components; 3.) BACODA will work with the students in order to teach drug and alcohol awareness; counseling services will be provided to students who are victims or witnesses of aggressive/criminal acts; 4.) College of the Mainland will teach ESL to Bilingual students and adults. College of the Mainland will assist adult family members obtain their GED. Informational sessions on pursuing higher education or trade schools with financial aid options will be provided; career advisement provided to adult family members; resume/cover letter workshops and mock interviews; 5.) University of Houston Clear Lake will provide enrichment activities in the areas of technology, science and mathematics. Additionally, the high school students will partner with Kaplan learning for ACT/SAT preparation.

TCISD has an ongoing commitment to the goals of the 21st CCLC program. TCISD created a sustainability plan during the program development phase in partnership with its Foundation for the Future. The plan includes: 1.) Revenues generated through the TCISD Foundation for the Future, annual allocation of Title 1 funds, increased revenue from property taxes, private and corporate donations, and the pursuit of Federal, State, and Local grants with a focus on serving at-risk youth. TCISD's Foundation for the Future has pledged to contribute 25% of their funds towards the sustainability of the TCISD plan. TCISD's Foundation for the Future also has several endowments used for the betterment of TCISD, as well as a strong donor program, with a majority of annual donations from repeat donors. As a Title I School, the District commits to allocating \$10,000 Title I funds towards this project. TCISD just held a Tax Ratification Election (TRE) that approved a higher tax rate for the school district, which will provide additional funds. TCISD is also in the process of absorbing the La Marque Independent School District, whose taxes will also become a part of TCISD's tax base. TCISD will allocate a portion of those additional tax funds towards student improvement and academic achievement, including programs such as the 21st CCLC program. TCISD also has a strong track record of receiving multiple grants from public and private foundations and has engaged a grants development firm; 2.) A marketing plan to increase student program enrollment by 20 students per grade a year; this will be achieved by advertising the program through its website, newspaper articles, community newsletters, and through program partners; 3.) The continuation of collaborations from partners; TCISD's program partners are committed to continue to provide services after the grant period; the Advisory Board and Program Leadership will work with the community to establish 1 new partnership each year of the program; 4.) Fiscal Responsibility: each program budget line will be evaluated for its importance to continuing the program. TCISD will continue to evaluate expenses throughout the grant period, looking for ways to reallocate resources to support grant operations; 5.) Ongoing Program Evaluation: the Project Director and Evaluator will conduct an ongoing program evaluation throughout the grant period in order to identify gaps in services and maintain quality. TCISD will evaluate the sustainability plan throughout program operations to identify which strategies are most effective to continue after funding ends.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$753,700	\$	\$753,700
Schedule #8	Professional and Contracted Services (6200)	6200	\$102,050	\$	\$102,050
Schedule #9	Supplies and Materials (6300)	6300	\$9,551	\$	\$9,551
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$95,247	\$	\$95,247
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$960,548

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	34		\$367,200
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$75,000
5	Site coordinator (required)	4		\$220,000
6	Family engagement specialist (required)	1		\$55,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper	1		\$30,000
10	Evaluator/evaluation specialist	1		\$6,500
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$753,700
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$753,700

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084-906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Island Boot Camp – Provide yoga and fitness education to students weekly at all four centers. Includes one instructor 4 days a week.	\$12,000
2	BACODA – Provide preventive education on alcohol and substance abuse and counseling to students and multiple workshops for parents.	\$40,350
3	College of the Mainland – Provide ESL/GED classes for parents. They will offer 8 four-week courses over the grant period.	\$20,000
4	UHCL – provide science, mathematics and technology camps to the students on a weekly basis.	\$19,500
5	Kaplan – On-line w/teacher interface ACT/Sat Prep for High School Students	\$10,200
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$102,050
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$102,050

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 084-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$9,551
Grand total:		\$9,551

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 084-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	25 laptop computers and charging station	4	\$23,811.74	\$95,246.96
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$95,246.96

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			6,326	
Category	Number	Percentage	Category	Percentage
African American	100	21%	Attendance rate	94.6%
Hispanic	205	42.4%	Annual dropout rate (Gr 9-12)	1.3%
White	170	33.8%	Students taking the ACT and/or SAT	49.5%
Asian	5	0.5%	Average SAT score (number value, not a percentage)	1326
Economically disadvantaged	312	65.4%	Average ACT score (number value, not a percentage)	19.1
Limited English proficient (LEP)	68	7.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	46.2%
Disciplinary placements	14	3.1%		

Comments

497 Special Education Students (8.0%)
 263 Gifted & Talented Education (4.2%)
 1,521 Career & Technical Education (24.4%)
 425 Bilingual/ESL Education (6.8%)

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	7	20%	No degree	0	0%
Hispanic	7	20%	Bachelor's degree	24	80.3%
White	20	60%	Master's degree	6	19.3
Asian	0	1.0%	Doctorate	2.0	0.5%
1-5 years exp.	100.0	25.9%	Avg. salary, 1-5 years exp.	\$49,365	N/A
6-10 years exp.	95.1	24.6%	Avg. salary, 6-10 years exp.	\$51,306	N/A
11-20 years exp.	94.2	24.4%	Avg. salary, 11-20 years exp.	\$53,389	N/A
Over 20 years exp.	61.7	16.0%	Avg. salary, over 20 years exp.	\$58,616	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	40	40	40	40	40	50	50	50	50	25	25	15	15	480
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	40	40	40	40	40	50	50	50	50	25	25	15	15	480

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Schedule #13—Needs Assessment

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas City Independent School District (TCISD), located in Texas City (Galveston County), is a public school district that serves over 6,100 students enrolled at one high school (grades 9-12), one middle school (grades 7-8), one intermediate school (grades 5-6), four elementary schools (grades K-4), and one pre-kindergarten program. TCISD utilized the following strategies to identify the TCISD's 21st CCLC needs: the Texas Academy Agency's (TEA) *Texas Academic Performance Report, Texas City ISD, 2014-2015*; the 2010 U.S. Census Bureau data for Texas City and the State of Texas; the Galveston County Criminal Justice Community Plan of 2013-2014; TCISD 2014-2015 Disciplinary Report, The Houston-Galveston Area Council's Report, *Our Great Region 2040*; the Texas Department of State Health Services report, *The Health Status of Texas*, and the Centers for Disease Control and Prevention (CDC). TCISD identified a critical need for a free afterschool and summer program with activities in Academic Remediation/Tutoring; College and Career Readiness and SAT/ACT preparation; Health, Nutrition, and Physical Fitness; substance abuse counseling and positive youth development services, and ESL services. Parent Needs included ESL services; GED courses; information on higher education opportunities, including financial aid; "homework help," to teach parents how to help their children with homework assignments, and resume/cover letter workshops.

Demographics: TEA's *Texas Academic Performance Report, Texas City ISD, 2014-2015* data reveals the following demographics for TCISD: the majority of students are Hispanic (42%) and African American (21%); 8% are Special Education Students; 6.8% are Bilingual/ESL Learners; 69% of TCISD students receive free or reduced lunch rates.

Risk Factors: The TEA's *Texas Academic Performance Report, Texas City ISD, 2014-2015* data revealed that students at all grade levels were testing low for the core subjects. STAAR Percent at Advanced Standard was as follows: Reading (12% compared to 17% for the State), Mathematics (8% compared to 20% for the State), Science (5% compared to 16% for the State), and Social Studies (11% compared to 19% for the State). Advanced Course/Dual Enrollment Completion rates for TCISD 11th and 12th graders fell below the State average as well: TCISD had a rate of 44.2%, while Texas had a rate of 53.2% for the 2013-2014 school year. TCISD also fell behind the State in College-Ready Graduates: TCISD had 73.6% of students College-Ready Graduates and the State had 78.4% for the Class of 2014. Only 50.5% of TCISD graduates enrolled in a TX Institution of Higher Education, compared to the State average of 56.9%. Statistics such as these lead to long-lasting problems community-wide. On average, 13% of Galveston county adults are illiterate. According to the U.S. Census Bureau's 2010 data, only 31.2% of Texas City residents aged 25 or older have obtained their high school diploma or GED equivalency; Texas City has 18.1% persons below poverty level, compared to 17.6% for the State of Texas, and only 12% of the Texas City population holds a Bachelor's degree or higher, compared to 26.7% for the State of Texas.

Lack of adult supervision after school, family discord, substance abuse, and other factors contribute to truancy, delinquency and possible failure in adult life for these students. According to the Galveston County Criminal Justice Community Plan of 2013-2014, there were 169 referrals to the Galveston County Juvenile Justice Department for felony offenses in 2012, as well as 1,012 misdemeanor referrals. According to this same report, senior high school students (ages 14-18) stated their average age of use of an alcoholic beverage was between the ages of 11-15. The 2012 Galveston County Community Plan reports substance abuse by youth as one of the top 3 identified problems and unmet needs in the community. Statistics such as these may lead to poor attendance, higher dropout rates, more in-school behavioral issues, poor grades, and less college-ready students. At TCISD, there were 5,587 disciplinary actions taken in 2014-2015, ranging from "Serious Misbehavior" and "Truancy," to more serious instances such as "Terrorist Threat" and "Conduct Punishable as a Felony."

Though there isn't specific data on childhood obesity for the county or city, it is a fact that Texas children are on par with the rest of the country in terms of obesity rates, with 15.6% of Texas children obese in 2011 (Texas Department of State Health Services, "The Health Status of Texas"). According to the Centers for Disease Control and Prevention (CDC), 18% of children nation-wide are considered obese. The CDC states that obese youth have a higher risk for cardiovascular disease, such as high cholesterol or high blood pressure, prediabetes, bone and joint problems, sleep apnea, and social and psychological problems. This often leads into adulthood, with an adult obesity rate of 28% in Galveston County, slightly behind Texas at 30% (Houston-Galveston Area Council, "Our Great Region 2040").

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	21 st CCLC participants need to meet or exceed State averages for each exam, each grade level, and each demographic group and become college and/or career ready.	Certified teachers will tutor students in all four of the core subjects; University of Houston - Clear Lake will offer additional academic enrichment programming through their undergraduate and student teachers.
2.	Students will increase health factors such as activity levels, proper diet, obesity rates, and prediabetes rates.	Yoga classes geared towards each age group; sports intramurals; high school students in the culinary arts program to teach how to prepare easy, healthy meals and snacks; health and occupational students will teach health & wellness.
3.	21 st CCLC participants will reduce their instances of violent or criminal acts, such as alcohol/substance abuse and theft.	BACODA (Bay Area Council on Drug Awareness) will work with the students in order to teach drug and alcohol awareness; counseling services will be provided to students who are victims or witnesses of aggressive/criminal acts involving alcohol and substance abuse.
4.	Bilingual/Eland GED 21 st CCLC participants and parents will receive extra support to obtain proficiency in the English Language and be provided opportunities for parents to receive GED.	College of the Mainland will teach ESL to Bilingual students and adults. College of the Mainland will assist adult family members obtain their GED. Informational sessions on pursuing higher education or trade schools with financial aid options will be provided; career advisement provided to adult family members; resume/cover letter workshops and mock interviews.
5.	21 st CCLC participants will be provided ACT/SAT prep and enrichment instruction in academic areas that contribute to successfully making them college and career ready.	University of Houston Clear Lake will provide enrichment activities in the areas of technology, science and mathematics. Additionally, the high school students will partner with Kaplan learning for ACT/SAT preparation. University of Houston - Clear Lake will also provide classes in the area of technology and science to students at all 21 st CCLC sites.

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Schedule #14—Management Plan

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Preferred Education/Certification. Master's degree required in education administration or a related field. Must have strong communication skills, organizational skills, and interpersonal skills. Experience in current or previous 21 st CCLC programs or grants management a plus.
2.	Site Coordinator(s)	Preferred Education/Certification. Minimum of Bachelor's degree required in education, administration, or a related field. Previous 21 st CCLC program experience a plus.
3.	Family Engagement Specialist	Preferred Education/Certification. Must hold degree in Social Work, Human Services, or related field. Must have strong communication skills, organizational skills, and interpersonal skills. Experience in current or previous 21 st CCLC programs a plus.
4.	Evaluator	Preferred Education/Certification and Master's degree in related educational field. Experience in evaluation of educational programs and the ability to complete a comprehensive evaluation based on 21 st CCLC program guidelines is required.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Participants need to meet or exceed State averages for each exam.	1. Tutoring program begins.	09/06/2016	07/25/2017
		2. Parents receive homework help class.	10/13/2016	10/13/2016
		3. Academic Pretests will be taken.	09/26/2016	09/29/2016
		4. Various Academic Enrichment activities offered.	09/06/2016	07/25/2017
		5. Students will take State exams.	03/06/2017	05/11/2017
2.	Participants will increase health and wellness.	1. Students will take physical fitness assessments.	09/26/2016	09/29/2016
		2. Students will participate in physical fitness activities.	09/06/2016	07/25/2017
		3. Students will have health factors measured.	11/14/2016	07/25/2017
		4. Students will be tested on nutrition knowledge.	09/27/2016	09/29/2016
		5. Students will learn healthy eating habits.	09/13/2016	07/25/2017
3.	Participants will reduce incidents of substance abuse and related issues.	1. BACODA partner will provide specialized services.	09/16/2016	07/25/2017
		2. Engaging personal enrichment activities daily.	09/06/2016	07/25/2017
		3. Students will be provided with mentors/counseling	10/13/2016	07/25/2017
		4. Parent-student engagement activities provided.	11/14/2016	05/18/2017
		5. Students will be provided with take-home materials.	09/06/2016	05/25/2017
4.	Bilingual/ESL and GED participants will gain proficiency	1. Parents notified of opportunity to participate.	09/12/2016	09/15/2016
		2. Parent Information sign-up class conducted.	09/14/2016	09/14/2017
		3. ESL/GED classes taught to bilingual parents.	09/17/2016	05/25/2017
		4. "Homework Help" class tailored to bilingual parents.	10/13/2016	10/16/2016
		5. English Proficiency Language tests provided.	05/15/2017	05/18/2017
5.	Increase parent communication and participation.	1. Parents will attend family nights.	10/13/2016	07/25/2017
		2. Parent Communication will occur weekly.	09/06/2016	07/25/2017
		3. Parent Surveys will be sent every 9 weeks.	10/18/2016	07/25/2017
		4. Resume/Cover Letter Workshops provided.	01/12/2017	01/12/2017
		5. Adult family members will obtain their GED.	09/17/2016	05/25/2016

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will make decisions in the best interest of the participating students that support the goals and objectives of the program. Site Coordinators will meet weekly with the Project Director to review the progress at each center. Site Coordinators will also attend center faculty meetings and meet with campus administrative teams and teachers to ensure activities and strategies are aligned with the scope and sequence of each content area. The Project Director and district/center administrators will visit each center on a weekly schedule to conduct walkthroughs to provide feedback and support to the Site Coordinators throughout the implementation of the instructional strategies and attainment of the goals and objectives. Goals and objectives were created based on the comprehensive needs assessment. Ongoing monitoring will be accomplished through timely documentation and maintenance of records, observations, interviews, and surveys. Methods include documenting students' individual education plans, personal goals, program attendance records, accomplishments, and progress in reaching their goals. The Project Director will maintain files documenting activities, schedules, and agreements with partners, reports, financial records, meeting minutes, and staff files. Data will be collected in PEIMS, TX 21st, Eduphoria – AWARE, Forethought, and Workshop. The Project Director and Site Coordinators in collaboration with teachers, district and center administrators will develop a 90-day plan along with SMART Goals that will be embedded in the Center Improvement Plan and will be used to assess the effectiveness of the program. Meetings with 21st CCLC staff will be held monthly. Minutes from these meetings will be shared in report form with centers and placed on the TCISD webpage as well as the district and center webpages. This information will be shared with teachers, parents, students, and community members via available hard copies and posted on the center website. This information will be used to identify and correct program deficiencies as they are encountered and to provide continuous improvement to the program. The campus improvement plan, which contains goals and objectives, will be reviewed and revised every 6 weeks by using formative assessment and qualitative data.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing efforts similar to this proposal include a current robust Varsity and JV athletics program coordinated largely during after school hours, a highly regarded performing and visual arts program that includes art, band, choir, dance, general music, and theater, often held during after school hours. These programs and services can be included as part of the 21st CCLC program activities in later years as the program grows. Texas City High school already has advanced Robotics and Engineering courses that could be incorporated into the program, especially for the younger age groups.

Planned efforts include an Industrial Trades Center (ITC) program set to begin in 2017 that will teach hands-on soft and hard skills in Maritime, Construction Trades, Welding, Pipefitting, and Instrumental & Electrical industries. Students will work with community businesses and higher education institutions to receive real-life experience and establish valuable contacts through mentorships and internships. Students will be able to receive dual-credits as well as receive industry certifications prior to graduation. It is completely within the limits of TCISD to incorporate aspects of the ITC into the 21st CCLC program once the program is up and running. The 21st CCLC participants will be welcome to use the facilities at the ITC and ITC program partners can provide seminars and training to 21st CCLC participants.

TCISD has fostered a wonderful community support system and the Texas City community has shown great pride in the district. This support includes community businesses and institutions that TCISD can recruit as partners for the 21st CCLC program. Community members have been generous in supporting TCISD's regular school day endeavors, and TCISD will continue to work with them to continue and develop those partnerships for the 21st CCLC Programs. TCISD's current 21st CCLC partners have committed to working with the program after program funding ends. TCISD will build this long-term support and commitment through effective communication, teamwork, and an effort to show appreciation for each partner's unique contributions. TCISD's goal is to include 1 new partner each program year.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student-Level Data (Quantitative)	1.	Grade levels
		2.	Attendance
		3.	Number of Hours in Program
2.	Program/Participant Analysis (Qualitative)	1.	Student GPA
		2.	Number of Student Activities provided
		3.	Number of Parent Activities provided
3.	Parent/Student Surveys	1.	Student/Parent Needs Assessment
		2.	Requested student services
		3.	Requested parent services
4.	Parent/Student Focus Groups	1.	Satisfaction in teacher service
		2.	Satisfaction in program activities
		3.	Satisfaction with student/parent improvement
5.	Outcome/Goal Analysis	1.	Number of goals reached
		2.	Number of goals obtained
		3.	New goals created based on program evaluation

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluator will utilize findings from descriptive analysis to determine if any amendments to program's existing protocols are warranted. Summative evaluation reports will provide information on program's performance for the year. The evaluator will utilize findings from quarterly reports, programmatic monitoring, and summary of focus groups to inform efforts for the coming year. The evaluator will develop a database to compile all outcome data, including student-level data (grades, attendance, number of hours in program, etc.), parent and student survey data, and focus group data. This database will allow data from a myriad of sources to be merged for analysis. The evaluator will be responsible for entering all data and maintaining the database to ensure compliance with the TEA Reporting. This includes preparing and labeling data files, timely data entry, and data cleaning/preparation of data for formal analysis. Data collected includes program and participant characteristics (e.g. mean GPA among students, number of student activities, number of parent workshops). The evaluator will review the Formative Evaluation Reports and all findings from any site visits with program staff. The evaluator will convert existing student and parent surveys that assess the 21st CCLC Program Evaluation outcomes into scantron documents. Additionally, a focus group questionnaire will be developed to obtain parents', students' and school staff's feedback regarding the program. Lastly, the evaluator will conduct focus groups with parents and students to obtain feedback regarding the program. Focus groups will provide qualitative data that will inform program's continuous quality improvement efforts. The process for sharing and distributing information is an integral part of the evaluation plan. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with TEA Standards. The project director and teachers will also utilize data during weekly meetings to help tailor program offerings to the needs and progress of individual students. In addition, a debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared with all stakeholders to share information about the program and encourage feedback. The 21st CCLC Program website will be updated monthly with evaluative results to share with the community.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After school activities at all four participating centers will include tutoring from certified teachers in the core subjects; academic enrichment activities provided by the University of Houston at Clear Lake that include Literary, Visual, and Performing Arts, and STEM; and specialized services for English Language Learners (ELL) and their adult family members. Personal enrichment activities will include a music program; culinary arts; health and nutrition education, and physical fitness activities such as sports intramurals and yoga classes. Additional services include drug/alcohol awareness provided by the Bay Area Council on Drug Awareness (BACODA) and counseling services for students who are alcohol or substance dependent or have family members who are dependent. These activities are separate and unique from the services provided during the school day, yet complimentary to the materials being taught to students during the school day as well as student other needs identified by the school day teachers. This will be ensured by regularly communicating with the day school staff. Adult Family Members will receive ESL services, GED education classes; information on higher education opportunities, including financial aid; "homework help," to teach parents how to help their children with homework assignments, and resume/cover letter workshops.

Most students will already be at the centers in the daytime as students; so bussing will not be necessary for those participants. However, participants from three of the elementary schools will be transported to 1 site by bussing provided by TCISD. Following dismissal from school, and the arrival of the off-site students, everyone will meet in the center's school cafeteria, where attendance will be taken and a healthy snack provided. Upon dismissal from the 21st CCLC program, the program director, teachers, and associated staff will be available to communicate with parents. Transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal: (1) parent(s) must designate authorized adults to pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file. Any student transported by bus will sign out and indicate on the dismissal log that they are taking the bus home. Attendance will then be taken on the bus before departure.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The community will be informed of the 21st Community Learning Center Program provided by the Texas City Independent School (TCISD) district by using the following strategies in both English and Spanish:

- Flyers and brochures will be sent home by students, and through mailings
- Automated telephone messages will be sent to targeted students' homes
- Announcements will be made in the local newspaper
- Information will be posted to district and campus websites
- Information will be posted on the district's Facebook and Twitter pages
- Several information sessions will be conducted on campuses
- Information posters will be displayed in local businesses
- Information will be handed out at school registration on every campus
- Campus PTA and PTO's will be used to disseminate information
- Information session will be conducted at the district's board meeting
- Information will be posted on school marquees

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is designed to offer a range of creative, engaging, and educational programming to both support and extend the academic and personal enrichment of the program's participants and their families. Tutoring and Academic Enrichment Activities will provide extended learning time to help reinforce the ideas students learn during the regular school day. Their parents will receive "homework help" classes to teach them how to effectively assist their students complete assignments, class projects, and presentations; student overall grades in each of the core subjects will improve as well. Standardized testing scores will also improve. The hands-on, project based academic enrichment activities will create student interest in the regular school day lessons. Student centered learning will ensure individualization based on each student's specific, personal needs and learning style. A variety of interesting and fun personal enrichment activities provided by quality partners will also keep students engaged in the learning process as well as improve their lives overall. It is expected that because of this, students will increase their attendance rates and be more engaged during the regular school day. This in turn has a ripple effect. Increased student engagement and attendance rates lead to an improvement in the high school's graduation rate; more graduates mean fewer dropout rates. The college and career activities provided by the partners will lead to more students showing an interest in pursuing higher education or a trade school upon graduation. The counseling and personal enrichment activities will lead to fewer instances of behavioral issues, shown through discipline referral statistics. The health and nutrition aspect of the program will lead students to live healthier through an increase in daily physical fitness, increased knowledge in nutrition and how to cook healthy meals, an increase in physical endurance, strength, and flexibility, and a decrease in body fat percentage or body mass index, resting heart rate, and other health factors. ELL students and their adult family members will increase their proficiency in the English language due to the specialized services. The services provided to the adult family members will improve their living conditions by obtaining their GED, continuing their education, or obtaining a higher quality job, which will in turn improve student home life.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, State, and local programs will be combined and coordinated to make the most effective use of public resources. The district currently has Title I Part A funds, of which \$10,000 will be allocated towards the funds for tutors. Any additional funding sources obtained during the funding cycle will be allocated accordingly and amendments will be made.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. The community needs assessment includes objective data used to select the activities for the academic, enrichment, and family parental support and college/work readiness components of this grant. The needs assessment is comprehensive and utilizes the most recent data available from the United States Census, TEA Assessment Data, TCISD student proficiency data, School Improvement Plans and survey results from students, parents, and school staff. Based on the data and stakeholder input the district identified the need for a free extended day and summer learning program with enrichment programs, as there are no such opportunities currently available in the surrounding area. Budgetary restraints on the district have put a limit on programs that were paid from local funds.
2. The 2014-2015 Texas Academic Performance Report by the Texas Education Agency for TCISD revealed that students at all grade levels were testing low for the core subjects. STAAR Percent at Advanced Standard was as follows: Reading (12% compared to 17% for the State), Mathematics (8% compared to 20% for the State), Science (5% compared to 16% for the State), and Social Studies (11% compared to 19% for the State). This shows a strong need for an academically oriented after-school program. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Aphorp, Snow, & Martin-Glenn, 2006). According to the Galveston County Criminal Justice Community Plan of 2013-2014, there were 169 referrals to the Galveston County Juvenile Justice Department for felony offenses in 2012 and 1,012 misdemeanor referrals. The 2012 Galveston County Community Plan identified substance abuse by youth as one of the top three identified problems and unmet needs in the community. After school programs with a strong intentional focus on improving social and personal skills were found to improve students' self-esteem and self-confidence (Durlak & Weissberg, 2007), which may lead to better behavior overall. Furthermore, the hours after school, between 3 p.m. and 6 p.m., offer opportunities for juvenile crime, sexual activity, and other risky behaviors such as drug and alcohol use. Research and evaluation studies have shown that participation in afterschool programs have a positive impact on juvenile crime and help reduce pregnancies, teen sex, and boys' marijuana use (Goldschmidt, Huang, & Chinen, 2007; Philliber, Kaye, & Herrling, 2001; Philliber, Kaye, Herrling, & West, 2002). Though there isn't specific data on childhood obesity for the county or city, adult obesity is at 28% in Galveston County, just slightly behind the State of Texas at 30% (Houston-Galveston Area Council, "Our Great Region 2040"). However, it is a fact that Texas children are on par with the rest of the country in terms of obesity rates, with 15.6% of Texas children obese in 2011 (Texas Department of State Health Services, "The Health Status of Texas,"). Research has shown that afterschool programs can contribute to healthy lifestyles and increased knowledge about exercise and nutrition.
3. An administrative assistant will be in charge of collecting program data and will work with the program director and the evaluator for continuous assessment and program evaluation. The evaluator will work with the program team to determine which assessment tools are best to capture the data needed to evaluate outcomes. The evaluator will hold meetings with all the 21st CCLC centers to ensure consistent communication and collaboration on existing evaluation tools, program implementation, data collection, and data analyses and results.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Texas City Independent School District has formed several partnerships with organizations that have a proven track record of success with youth programming.

Bay Area Council on Drug Awareness (BACODA): BACODA is a non-profit United Way agency established over 70 years ago as a centralized clearinghouse for information on drug and alcohol abuse and to reduce the prevalence of these diseases in the Texas Bay Area. They provide information, educational programs for all ages, tobacco presentations, intervention, screenings, assessments, outreach and referral, follow-up services, short-term and bilingual counseling, and working with alternative education programs for intermediate and high school students. They will provide the 21st CCLC program with drug and alcohol awareness programming.

College of the Mainland: College of the Mainland is a local community college that provides affordable, high-quality higher education with flexible access through day, night, weekend, and online classes. They have nearly 50 years of experience in student success and academic excellence. The College of the Mainland will provide the 21st CCLC program with ESL/ELL programming for students and their adult family members, as well as GED classes and tests. Will also provide SAT/ACT prep for high school students.

University of Houston at Clearlake: Established in 1974, The University of Houston at Clearlake emphasizes high academic standards through teaching, research, community service, and delivers outstanding opportunities in a traditional classroom setting using the latest technologies, and cutting-edge distance learning.

Texas City Independent School District Foundation for the Future: The Texas City Independent School District (TCISD) Foundation for the Future, in collaboration with the community and the school district, will support a quality education for the District's students by generating and distributing resources to enrich, maintain, and expand programs to meet the District's stated mission of excellence in education. The foundation will provide "College Night" sessions for high school participants that will be under the supervision of the Director of Career and Technology at TCISD's Industrial Trade Center.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community-learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since TCISD students at all grade levels tested low for the core subjects, each center will employ certified teachers to tutor the students in all 4 of the core subjects. Furthermore, the University at Clearlake will offer academic enrichment programming in subjects such as STEM and creative writing to further enforce the use of these core subjects with a variety of engaging, hands-on activities. Teachers depending on their experience/qualifications in these subjects will provide music, theater, and art activities.

To combat against the identified issue of truancy, delinquency, and criminal/violent acts, counseling services will be provided at each center to assist students who were victims or witnesses of aggressive/criminal acts. Additionally, BACODA (Bay Area Council on Drug Awareness) will work with the students in order to teach drug and alcohol awareness. A counselor will be available at all centers to assist students who need additional support in these areas. Parent information nights and sessions will be provided throughout the grant year.

The high Bilingual/ESL rates for TCISD calls for extra services for this specific population. The Family Engagement Specialist will be bilingual in English/Spanish to better assist the students and their families from each center over the course of the program. The College of the Mainland will provide additional ESL services to the bilingual/ ESL students and their adult family members; family members from all centers will be able to participate in the adult ESL services provided, but the locations, dates, and times of these services will vary from center to center in order to accommodate the working class families' schedules.

These working class families have several identified needs, such as the 18.1% poverty rate, low high school graduation rate (only 32% of adults have obtained their high school diploma or GED), and a low rate of higher education beyond high school (only 12% of high school graduates hold a bachelor's degree or higher). There will be GED classes provided by College of the Mainland. There will also be sessions, which provide adult family members information on furthering their education through higher education institutions or trade schools, and information on financial aid. For those working class families who wish to change or advance their careers, the program will offer career advisement services, resume/cover letter workshops, and mock interviews to these family levels for a higher quality job. These sessions will all take place at various center locations, dates, and times, in order to accommodate the working class families' schedules.

The high obesity rates (15.6% childhood obesity; 28% adult obesity) necessitate a health and wellness program provided at each center. TCISD's health and occupational students will provide instruction about health and wellness to program participants. The TCISD's culinary arts students teach participants how to prepare easy, nutritious meals and snacks. Sports intramurals will be offered at each site to encourage more physical activity, and a special yoga class geared towards each age group will be offered as well. Each center will also provide its participants with a healthy snack during the school year and a healthy lunch during the summer program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following evidence-based best practices will be utilized in the 21st CCLC Program's educational and related activities:

Active Learning: Active Learning class time is directed by, "what do students need to be able to do, and what do they need to know in order to do this?" As a result, most of the course content learning is outside of class, and class time focuses on how to use the content for solving relevant, interesting, and significant problems (University of Oklahoma Center for Teaching Excellence). Research suggests that audience attention in lectures starts to wane every 10-20 minutes. Active learning reinforces important material, concepts, and skills; provides more frequent and immediate feedback to students; addresses different student learning styles; provides students with an opportunity to think about, talk about, and process course material; creates personal connections to the material for students, which increases their motivation to learn; allows students to practice important skills, such as collaboration, through pair and group work; builds self-esteem through conversations with other students, and creates a sense of community in the classroom through increased student-student and instructor-student interaction (Cornell University Center for Teaching Excellence).

Student-Centered Instruction (SCI): The SCI approach calls for student engagement, immersion and personal responsibility. Instructors are still relied on, but more as coaches working the sidelines. Student self-reliance is promoted through a variety of action-oriented instructional formats that either replace—or support—traditional lectures (Felder & Brent, 1996). Among them: Open-ended problem solving requiring critical and creative thinking; role-playing and participation in simulated situations; non-traditional writing assignments; collaborative team projects; individual, self-paced assignments; community engagement and Service-Learning assignments (Colorado State University). Other identified best practices will include teacher evaluations, student opinion surveys, monthly staff meetings, and student assessments.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community-learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are no current plans to utilize volunteers. However, the district will distribute a general notice for volunteers for the program. If volunteers come forward with an interest in participating and their qualifications fit the needs of the program, then background checks will be performed. Trainings will take place before they begin their work.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

TCISD created a sustainability plan during the program development phase in partnership with its Foundation for the Future. The plan includes: 1.) Revenues generated through the TCISD Foundation for the Future, annual allocation of Title 1 funds, increased revenue from property taxes, private and corporate donations, and the pursuit of Federal, State, and Local grants with a focus on serving at-risk youth. TCISD's Foundation for the Future has pledged to contribute 25% of their funds towards the sustainability of the TCISD plan. TCISD's Foundation for the Future also has several endowments used for the betterment of TCISD, as well as a strong donor program, with a majority of annual donations from repeat donors. As a Title I School, the District commits to allocating \$10,000 Title I funds towards this project. TCISD just held a Tax Ratification Election (TRE) that approved a higher tax rate for the school district, which will provide additional funds. TCISD is also in the process of absorbing the La Marque Independent School District, whose taxes will also become a part of TCISD's tax base. TCISD will allocate a portion of those additional tax funds towards student improvement and academic achievement, including programs such as the 21st CCLC program. TCISD also has a strong track record of receiving multiple grants from public and private foundations and has engaged a grants development firm; 2.) A marketing plan to increase student program enrollment by 20 students per grade a year; this will be achieved by advertising the program through its website, newspaper articles, community newsletters, and through program partners; 3.) The continuation of collaborations from partners; TCISD's program partners are committed to continue to provide services after the grant period; the Advisory Board and Program Leadership will work with the community to establish 1 new partnership each year of the program; 4.) Fiscal Responsibility: each program budget line will be evaluated for its importance to continuing the program. TCISD will continue to evaluate expenses throughout the grant period, looking for ways to reallocate resources to support grant operations; 5.) Ongoing Program Evaluation: The Project Director and Evaluator will conduct an ongoing program evaluation throughout the grant period in order to identify gaps in services and maintain quality. TCISD will evaluate the sustainability plan throughout program operations to identify which strategies are most effective to continue after funding ends.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TCISD 21st CCLC program will include activities to seek feedback and involvement from community stakeholders by submitting regularly scheduled surveys and questionnaires to community stakeholders, and holding community meetings to discuss programs and activities taking place in the 21st CCLC program. The Project Director and Site Coordinators will serve on community committees and obtain membership in community organizations. They will be present at various organization meetings whereby the project director and site coordinators will share the mission and vision of the TCISD 21st CCLC program as well as its positive impact on the students and community. The 21st CCLC community advisory council will meet regularly to share ideas and suggestions for planning, program design, and implementation and program improvements.

The Project Director will recruit the community advisory council. The community advisory board will include two parents and two students participating in the program, one regular school day teacher from each participating school, and a diverse group of members of community agencies and the private sector to equal 10-15 members total. Recruitment methods will include phone calls, letters, community meetings, posters, and the district and school web pages, fliers handed out at community events, and posters displayed in public venues. The community advisory council will meet quarterly, with minutes taken and attendance recorded. The meetings will include a discussion on current or future program needs and/or concerns, program evaluation results, program operations, and sustainability. The council will work with the project director and site coordinators to review and analyze periodic reports from the external evaluator to determine corrective action and opportunities for improvement, and work with the centers to ensure that all objectives are being met. In addition, the key stakeholders and community advisory council will work with the project director in soliciting, locating, and obtaining future funding that will lead to sustainability.

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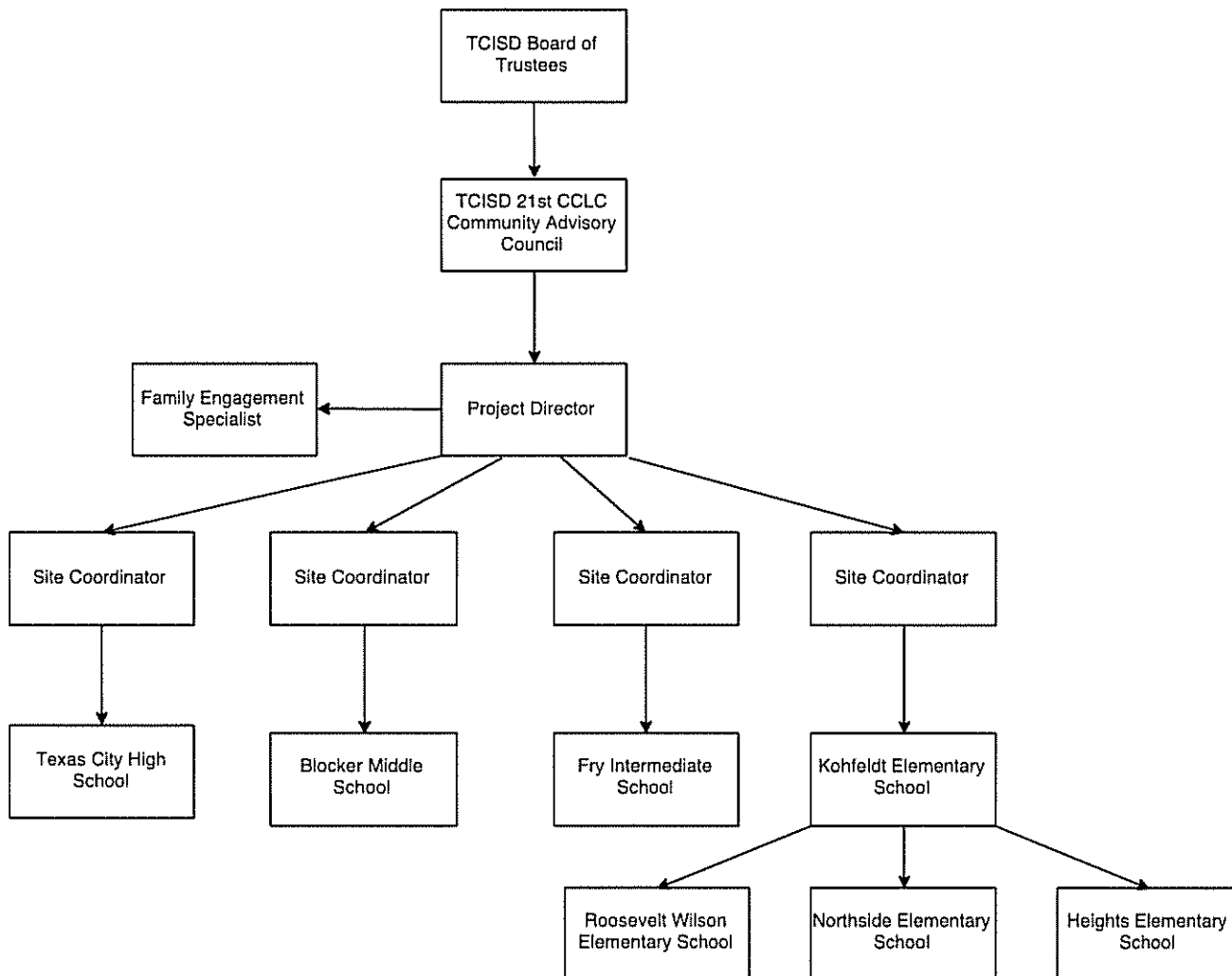
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director in coordination with the site coordinators will manage the TCISD 21ST Century CCLC program's daily operations. The Site Coordinators will manage the daily operations at their respective center. This grant has several moving parts, but they are all connected through the community advisory council. The program will be collaborative in nature. Staff will participate in campus/district training and staff development, and vice-versa. A system of checks is in place. The program staff will create Professional Learning Communities on each center. The following organizational chart displays the management process for the TCISD 21st CCLC program. The committee will complete the Strategies and Actions Blueprint Tasks 1-8, Timeline of Critical Actions and Center Operations templates. This information will become part of each center's Center Improvement Plan, and shared with faculty and staff during weekly faculty meetings, and monthly during center Site-Based Decision Making Committee Meetings.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Texas City High School		
9 digit campus ID#	084-906-001	Distance to Fiscal Agent (Miles)	.009 miles
Grade Levels to be served (PK-12)	9-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		80	
Number of Adults (parent/ legal guardians only) to be served:		20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Blocker Middle School		
9 digit campus ID#	084-906-041	Distance to Fiscal Agent (Miles)	0.8 miles
Grade Levels to be served (PK-12)	7-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		100	
Number of Adults (parent/ legal guardians only) to be served:		25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Levi Fry Intermediate School		
9 digit campus ID#	084-906-101	Distance to Fiscal Agent (Miles)	1.2 miles
Grade Levels to be served (PK-12)	5-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Kohfeldt Elementary School		
9 digit campus ID#	084-906-103	Distance to Fiscal Agent (Miles)	0.8 miles
Grade Levels to be served (PK-12)	K-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Heights Elementary School	Northside Elementary School	Roosevelt-Wilson Elementary School	
9 digit Campus ID #	084-906-102	084-906-104	084-906-105	
District Name (if different)				
Distance to Center	1.2 miles	1.4 miles	1.6 miles	

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will identify students with characteristics described in the Needs Assessment section by assessing student age (ages 4-18; grades K-12), proficiency (students at risk of not meeting proficiency levels), and family income level (participation in the free/reduced federal lunch program), language skills (English Language Learners), students with behavioral issues (special education, students with high number of discipline referrals), and by speaking with teachers and families about each student's needs. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, non-graduation risk) or other needs determined by the school principal and individual teachers. All recruitment strategies will be translated into languages most appropriate for the parents and families. Personal phone calls and follow up phone calls to the target group will be conducted and parents will be invited to learn of this opportunity. Recruitment fairs will begin over the summer after the 21st CCLC project director is in place. Information will be handed out in registration and re-registration packets for K-12 grades. The school bulletin boards and school outside signs will also be utilized. Long-term retention strategies are critical to the program. Program absences will be promptly followed up with parents and teachers to ensure lags in attendance are minimized. The program will emphasize a feeling of camaraderie among participants, through clubs and activities that will be developed based on feedback gathered through students, parent, and teacher surveys. To ensure active student engagement throughout the program's implementation, periodic student satisfaction surveys will be administered to assess interest levels in academic enrichment activities. Recognizing the importance of parent involvement in the program's success, direct communication with parents via telephone, email, parent meetings, and newsletters will be used to engender and maintain parental support. Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local restaurants and other establishments. Lastly, ongoing recruitment for subsequent years will include students of the program showcasing their accomplishments in addition to the activities already mentioned.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There will be approximately 480 students total, with 42 teachers total, with an 18:1 teacher to student ratio total. The program will run for 36 weeks, after school and summer. Each site will have the same daily schedule for both the school year and the summer program. The after school program run from September 6, 2016 - May 26, 2017 for 3 hours/day (12 hours/week), from 3:00p.m. to 6:00p.m, Monday - Thursday. The program will run on a Friday if the school center has an early release day. The summer program will run from June 6, 2017 - July 25th, 2017 (7 weeks), from 9:00am-2:00pm Monday - Friday (25 hours/week). Please review the sample schedule below:

After School Schedule	3:30-3:45p.m. Snacks; Attendance 3:45-4:15p.m. Tutoring; Homework Help 4:15-5:15p.m. Academic Enrichment Activity 5:15-6:00p.m. Personal Enrichment/Recreation Activity 6:00p.m.-6:30p.m. Dismissal procedures <i>Site coordinator has the autonomy to change schedule as long as all components are addressed</i>
Summer Program Schedule	9:00-9:15a.m Attendance; Breakfast 9:15-9:45a.m. Hands-on, STEM-based activity 9:45-10:45a.m. Personal Enrichment/Recreation Activity 10:45-11:45 a.m. Academic Enrichment Activity 11:45-12:15p.m. Lunch 12:15-12:45p.m. Character/Behavior Education 12:45-1:15p.m. ELL/ESL services 1:15-2:00p.m. Snack; Dismissal <i>Site coordinator has the autonomy to change schedule as long as all components are addressed</i> <i>Fridays will be designated as educational field trip days.</i>

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All centers are equipped with a security ID card system (Raptor), and will be used during the after school programs and summer programs. All participants will have completed an enrollment packet with all necessary information pertaining to parents/guardians, permission slips for release, and emergency information. All participants will be required to sign-in and sign-out. Students being picked up will only be released to persons identified in the enrollment packet. All procedures will be reviewed with parents and will be stated in the TCISD 21st CCLC Program handbook. The handbook will outline how the program staff protects students from potentially dangerous visitors to the center. All center staff will have access to the Emergency Handbook and will be trained prior to the opening of the center. The building will go through a safety check prior to the opening of school. All bells, alarms, fire extinguishers, first-aid kits, emergency buckets, will be checked, and if necessary, they will be replaced or replaced. The high school is equipped with surveillance cameras. Each center will conduct a monthly fire drill and evacuation drill. This will be documented in the safety log that will be kept at each center. A site coordinator will work with the center nurses to set up a schedule for the administration of medications to students during the operations of the after school program. All medications will be stored in a locked cabinet. All site coordinators and project director will be trained and annually updated in First Aid/CPR. Each center will be stocked with hand sanitizer. Monthly maintenance checks will be conducted by the TCISD Maintenance Department. Fire/evacuation drills will be conducted monthly at each center during hours of operation. All centers will complete the TCISD safety assessment every month.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic components will be designed with the goal of mastery of the Texas Essential Knowledge and Skills (TEKS). Activities will be student-directed, and many activities will be hands-on to promote student engagement. Active Learning and Student Centered Learning will be utilized when planning academic enrichment and personal enrichment activities. All students will have equal access to the services provided, regardless of any intellectual or physical disability; accommodations will be made on a student-by-student basis, with individualized education plans. Facilities are updated to be fully accessible regardless of disability. Monthly student assessments and student opinion surveys will be distributed and analyzed to focus on student needs and at each community advisory council meeting and TCISD 21st CCLC staff meetings, shortcomings, issues, and desired student outcomes will be discussed, with plans put in place/updated monthly depending on the results of the student data. Quality partnerships will ensure the very best programming and student results.

Site Coordinators will be full time positions, which will enable them to attend the daytime staff meetings. The site coordinators will inform the project director and teachers at each TCISD 21st CCLC staff meeting of what issues/skills need to focus on based on regular school day activities. The TCISD 21st CCLC staff will utilize all center data, student level deficiencies, student surveys, attendance data to help shape their program from month to month. All 21st CCLC staff members will participate in weekly instructional focus meetings with the grade levels that they provide services to each week.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will be able to be modified in a variety of ways in order to address the different learning styles and needs of the students based on age/grade level, learning style, and any physical or learning disabilities. As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), TCISD has set forth policies and procedures to ensure equitable access to, and participation in, all Federally assisted programs for students, teachers, and other program beneficiaries with special needs. The applicants will provide equal access and opportunity for all students, teachers, employees, and program beneficiaries with special needs. All activities will be offered to all grade levels (K-12), with modifications to activities as needed. Facilities are updated to be fully accessible regardless of disability.

The program design will facilitate an 15:1 student-teacher ratio to provide for appropriate supervision and quality instruction for participants.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be responsible for coordinating adult and family engagement activities in and across all centers. They will communicate regularly with the site coordinators and parents/guardians of participating students. They will be in charge of all recruitment of parents/guardians for activities. They will create the events, create a schedule of the events, and coordinate the events with the participating partners, teachers, and volunteers. The Family Engagement Specialist will provide follow-up after all events, and collect and store data to be evaluated, and make changes as necessary. They will attend the monthly TCISD 21st CCLC staff meetings. Services offered to family members include Bilingual/ESL services and GED classes, Higher Education Information and Trade Schools (including financial aid information), "Homework Help, (teaching parents how to help their children with homework)," Career advisement, and Resume/Cover Letter Workshops. There will also be "family nights," linked to one of the core academic subjects ("Family Math Night," "Family Science Night," etc.).

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Full-Time Family Engagement Specialist position will coordinate with the project director and site coordinators during the regular school day, and at monthly TCISD 21st CCLC staff meetings. The Family Engagement Specialist will obtain the contact information from all students enrolled in the TCISD 21st CCLC program and make regular contact with the adult family members through phone calls, mailings, student take-home materials, emails, and through the program web page. Brochures detailing the different programs offered will be distributed to all parents/guardians of participating students. Adult family members will be able to RSVP to events, so the Family Engagement Specialist will be able to anticipate the number of adults attending each session. The Family Engagement Specialist will create a monthly calendar of events, which will be distributed during the last week of the preceding month. The times of the events will reflect the general work schedules of the parents/guardians. Attendance will be taken at each event, and the Family Engagement Specialist will provide follow-up. The Family Engagement Specialist will be bilingual (English/Spanish) to enable effective communication with the program's Spanish-speaking population.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084-906

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bilingual/ESL services: A bilingual instructor will provide language classes to help parents speak, write, read, and comprehend the English language. This service addresses ELL/ESL families (6.8% ESL in TCISD) in the service area and high illiteracy rates (13%).

GED classes: Teaching adults who have not obtained a high school diploma the basic skills to take and pass the GED test. Also offers the test to obtain the GED. This addresses the low educational attainment (only 31.2% of adults have their high school diploma or GED), and high illiteracy rates (13%).

Higher Education/Trade Schools Informational Sessions: Informing parents of their options if they wish to pursue higher education/obtain a second degree, or enter into a trade school. Discusses application procedures and different degrees (associate's, bachelor's, master's etc.). Includes financial aid information. This addresses the low rate of adults who obtain a bachelor's degree or higher (only 12%), as well as addresses families living below the poverty level (18.1%).

"Homework Help": Teaching parents about the subjects their children are learning and giving tips and ideas for how to help their children with homework assignments. This assists parents who do not have the academic background which enables them to know the content their children are studying (only 31.2% of adults have their high school diploma or GED), as well as promotes meaningful engagement with their children.

Career Advisement: Assisting adults with evaluating their current job, and industry options; assisting adults with transitioning into a new career based on their skill sets and their preferences in terms of management style, work environment, and scheduling. This addresses families living below the poverty level in the area (18%), adults who wish for more accommodating work schedules to spend more time with family.

Resume/Cover Letter Workshops: Assisting adults with reformatting/updating their resumes and cover letters to reflect their current abilities/skills/educational background and tailor each resume and cover letter to specific job opportunities found. This addresses families living below the poverty level (18%).

"Family Nights:" linked to one of the core academic subjects ("Family Math Night," "Family Science Night," etc.). These themed family nights will provide a fun, engaging activity for both students and their parents/guardians based on whatever academic theme. For example, there may be a Robotics Night, where adults and students work together to design and build a robot. This encourages more meaningful engagement between parents/guardians and their children, as well as provides additional educational opportunities for the adults.

All services will be held at the school center their child is attending. Services will be based on a flexible schedule to accommodate working parents/guardians.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 084-906		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 084-906

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☒ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 11

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 084-906

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:			Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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